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THE EFFECTIVENESS OF TEACHERS' PERFORMANCE OF ISLAMIC JUNIOR HIGH SCHOOL IN ISLAMIC BOARDING SCHOOL LANGKAT DISTRICT, INDONESIA

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Abstract

This study aims to determine the relationship between emotional intelligence, self-concept and the performance effectiveness of Islamic Junior High School teachers in Islamic Boarding School, Langkat District, North Sumatra, Indonesia. This research used survey method with correlation technique. The sample in this study amounted to 32 teachers and the research data were collected by using questionnaires. All data were analyzed by using simple and multiple regression and correlation statistic. The results of this study revealed that: (1) there is a positive relationship between emotional intelligence and the effectiveness of teachers' performance, (2) there is a positive relationship between self-concept and the effectiveness of teachers' performance, and (3) there is a positive relationship between emotional intelligence, self-concept and the effectiveness of teachers' performance.

Keywords: *Teachers' Performance, Emotional Intelligence, Self-Concept*



A. Introduction

Formal education institution is a strategic vehicle in maximizing students' potential through quality education. To realize a quality education should pay attention to several factors including: teachers, textbooks, learning process, learning tools, school management, school-class size and family factors (Suryadi & Tilaar, 1993).

Among all these factors, teachers are one of the most important factors in improving the quality of education. Teachers who have effective performance will be able to create good teacher-student relationships in the learning process. The quality of teacher-student relationships is a basic factor affecting learning. Making learning easier, fun, and children achieving maximum learning outcomes is largely dependent on the quality of teacher-student interaction. Field studies show that students are influenced by teacher attitudes and behavior during the learning process (Yildizbas, 2016).

In order for teacher performance to be effective, teachers need to have high emotional intelligence. High emotional intelligence is needed, so that teacher can perform tasks and functions properly. Teachers who have high emotional intelligence, can manage the learning well and can communicate effectively with students, peers, superiors, parents, students and the community so that the success of the process of education and learning can be realized. This is in line with the opinion of Folkman & Lazarus (1980) that the teacher's emotional intelligence plays an important role in determining their strategy in solving the problems encountered in the learning process. People who have high emotional and social intelligence are more benefited in personal life and professional life.

In addition, effective teacher performance should also be supported by high self-concept. Teacher, who has high self-concept, can use their perceptions effectively to assist and direct students in achieving learning goals, and build harmonious relationships with their students (Burns, 1979).

Based on a preliminary study conducted by researcher at Islamic junior high school in Langkat District, Indonesia found that there are still teachers do not have effective performance. The performance of teachers observed by researcher diverse, some are good, moderate, and lacking.

The differences in teacher performance have an impact on the quality of the educational and learning process being applied. This happens because of the lack of quality of emotional intelligence, weak morale, lack of teacher discipline, lack of cooperation among teachers, lack of attention to the welfare of teachers, lack of motivation from leadership, not possessing high self-concept and others.

Despite efforts from the head of the Islamic boarding school in Langkat District, North Sumatera Indonesia to improve the effectiveness of teacher performance, the emotional intelligence and self-concept factors in the researchers' assumptions are factors that are closely related to the effectiveness of teacher performance. The teachers who have emotional intelligence and high self-concept will try earnestly in carrying out tasks teacher. Based on these conditions the researcher is interested to conduct research on the relationship of emotional intelligence and self-concept with the effectiveness of the performance of Islamic junior high school teachers in boarding school of Langkat Regency, Indonesia.

B. Literature Review

1. Teacher Performance

The performance can be interpreted as accomplished, achievements are shown and work ability. Performance is a real action born of one's behaviors in carrying out a job. In addition, performance can also be interpreted as an act of work that is mandatory in accordance with the agreement or contract (Benton, 1974). According to Arikunto (1990), globally, teacher performance is influenced by two factors, namely internal and external factors. Internal factors consist of attitudes, interests, intelligence, motivation and personality, while external factors consist of infrastructure, incentives, working atmosphere, and work environment.

The same thing was also expressed by Bateman (1997) that good performance ability is influenced by internal and external circumstances. The internal state consists of high ability and hard work. While external circumstances include easy work, good luck, good fellow help and leadership. To measure the performance of a teacher, among others, can be seen from the duties and



responsibilities. According to Cooper and colleagues as dictated by Bafadal (1992) stressed that the main task of teachers is to make teaching decisions, both in planning, implementing, and assessing teaching. Whereas in other opinion, teacher responsibility can be divided into five categories, namely:

- a. Responsibility in teaching;
- b. Responsibility for providing guidance;
- c. Responsibility in curriculum development;
- d. Responsibility in professional development;
- e. Responsibility to build relationships with the community (Sudjana, 1989).

Peters (1963) mentions that there are three tasks and responsibilities of teachers, namely teachers as teachers, teachers as mentors, and teachers as a class administration. Teaching assignments emphasize aspects of planning and implementing instruction. In this aspect the teacher is required to have a set of knowledge and skills of teaching techniques, in addition to mastering the science or materials to be taught. The task as a mentor emphasizes the aspects of providing assistance to students in solving problems encountered. This task is an educational aspect, because it involves the development of personality the formation of the values of the students. While the task as a class administrator is essentially a braid between the management of the field of teaching and other general field management.

Similarly, Tafsir (1994) said that the task of the teacher was all tasks related to the achievement of teaching objectives, which include: making preparation of teaching, teaching, and evaluating learning outcomes. After being able to do a good teaching task then the teacher can do educational tasks such as encouraging, giving examples, praising, and others.

In order for the teacher to play a role in the learning process becomes more meaningful, the teacher must master the subject matter steadily, master and can plan the learning and educational objectives, master and can use /develop various types and forms of learning ability evaluation, can use and interpret the results of evaluation of learning progress for the sake of the students' assessment and guidance, to recognize the characteristics of their students both as learners and as human beings who are going to their maturity, to understand the position

and role of school education in the whole process of community development as a whole and the whole person (Soedijarto, 1993).

2. Emotional Intelligence

Emotional intelligence is the ability to sense, understand and effectively apply the power and emotional sensitivity as the basis for thinking, solving problems, and increasing intellectual activity. Emotional intelligence theory involves four branches, namely emotional perception, emotional comprehension, emotional facilities for thinking, and emotional management (Mayer, at al., 2001).

According to Goleman (1995), emotional intelligence is a person's more ability to motivate oneself and resist failure, control emotions, and postpone satisfaction, regulate mental states from areas of thinking, empathy and hope. There are five areas of emotional intelligence that can be traced to a person, namely: (1) recognize the emotions of self, (2) managing emotions, (3) self-motivating, (4) recognize the emotions of others and (5) fostering relationships with others. Emotional intelligence has a positive relationship with life satisfaction, happiness, psychic health, and extensive social networks (Austin, at al., 2005; Martins, at al., 2010). This is in line with the opinions of Bagheri at al., (2016) that emotional intelligence is an important factor affecting mental health, social relations, academic achievement, and work performance.

3. Self-concept

The self-concept can be defined as the self-esteem, felt, and experienced by someone (Fitts at al., 1971). Self-concept is a combination of thoughts, feelings, and attitudes that people have toward themselves (Woolfolk, 1985). Hurlock (1978) suggests that self-concept is a person's image of himself which is a combination of beliefs about himself, his physical, psychological, social, emotional, and achievement. This individual's belief in himself will determine his actions and views of the world and others (Clark 1988).



Self-concept is also a belief, attitude, and thoughts about self that relate to the picture of the physical, social, and psychological qualities of oneself (Dacey & Kenny, 1997). This is in line with Weiten and Lloyd's (2000) assertion that everyone has a physical, social, emotional, and intellectual self-concept. Teachers with low self-concept tend to use traditional approaches in teaching them (Burns, 1979).

C. Methods

This research was conducted at Islamic junior high school in Islamic boarding school of Langkat Regency, North Sumatera, Indonesia. The method used in this research is survey method with correlation technique. The samples in this study were 32 *madrasah* teachers. Sampling technique used is random sampling. To test the hypothesis in this study used to the technique of regression and correlation statistics (simple and double). Data analysis techniques include test requirements analysis and hypothesis testing.

D. Research Findings

1. Data Description

a. Data on Teacher Performance Effectiveness (Y)

Based on the data collected from the 40 point statement on the effectiveness of teacher performance, it shows that the empirical score distribution for the effectiveness statement of the teacher spreads between the lowest score 125 to the highest score 186. The calculation of the distribution of the score yields means 167, 46, median 167, and mode 167. Based on this, the score of respondents tends to be normally distributed, since the mean, median, and mode prices are close to the average. Thus, the dispersion curve of this variable tends to be normal. Furthermore, if the score of respondents be grouped, then, there is 43.74% above the average, while 34.38% fall into the average group, and 21.88% below the average.

The above figures show that in general the teachers of Islamic junior high school in boarding school, Langkat Regency, North Sumatera, Indonesia are performing effectively, only a small percentage of teachers whose performance is ineffective. For more details the frequency distribution of the data can be presented in Table 1 below.



Table 1 Distribution of Frequency of Teacher Performance Effectiveness

The Value of Teacher Performance Effectiveness	Absolute Frequency	Relative Frequency(%)
125 -135	3	9,37
136-146	1	3,12
147-157	3	9,38
158-168	11	34,38
169-179	5	15,62
180-190	9	28,12
Amount	32	100 %

b. Data on Emotional Intelligence (X_1)

Based on data collected from 40 items of statements about emotional intelligence, it shows that the distribution of empirical scores for these emotional intelligence statements spread between the lowest score of 132 to the highest score of 196. The theoretical scores were 40 and 200. The calculation of the scores distribution yielded means 164.62, median 168, and mode 168. Based on this, the scores of respondents tend to be normally distributed. Because the mean, median and mode prices are close to the average. Thus, the dispersion curve of this variable tends to be normal. Furthermore, when the scores of respondents were grouped, it was found that 28.13% among teachers achieved above average scores, while 31.25 went into the average group and 40.63% below average. For more details, the frequency distribution of data is presented in Table 2 below.

Table 2. Distribution of Frequency of Emotional Intelligence

Value of Emotional Intelligence	Absolute Frequency	Relative Frequency (%)
132 -142	6	18,75
143-144	4	12,50
154-164	3	9,38
165-175	10	31,25
176-186	6	18,75
187-197	3	9,38
Amount	32	100 %



c. Data on Self-Concept (X_2)

Based on data collected from 42 point statements, the distribution of empiric scores for the self-concept of teachers spread between the lowest score of 118 to the highest score 162. The theoretical scores were 42 and 210. The calculation of the scores distribution yielded means 138.65, median 142, and mode 143. Based on this, the scores of respondents tend to be normally distributed. Because the mean, median and mode prices are close to the average. Thus, the dispersion curve of this variable tends to be normal. Furthermore, when the scores of respondents were grouped, 50% were found among teachers achieving above-average scores, while 15.63% were in the average group, and 34.37% were below average. For more details the frequency distribution of data can be presented in Table 3 below.

Table 3. Frequency Distribution of Self-Concept

Self-Concept Value	Absolute Frequency	Relative Frequency (%)
118-125	7	18,75
126-133	4	12,50
134-141	5	9,38
142-149	10	31,25
150-157	2	18,75
158-165	4	9,38
Amount	32	100 %

2. Hypothesis testing

- a. The relationship between emotional intelligence (X_1) and teacher performance effectiveness (Y)

A simple linear regression analysis of Y over X_1 yields a linear line equation $\hat{Y} = 106.84 + 0.36 X_1$. From this equation be interpreted that the increase of one unit of value on the teacher emotional intelligence causes an increase of 0.36 units of teacher performance effectiveness value. While the simple correlation analysis between X_1 with Y yields a correlation coefficient (r) of 0.41. Tests of correlation significance by using t-test yield t count = 2.46. From the distribution list for degree of freedom = 30 ($n-2$) and significance level of 0.95 obtained t table = 1.70. It appears that the value t obtained from

the analysis (t_{count}) is greater than the t value contained in the table (t_{table}). This shows that the correlation coefficient of 0.41 is significant. The coefficient of determination is the square of the coefficient of correlation between X_1 and Y : $(0.41)^2 = 0.16$. This shows that about 16% of the variations that occur in the effectiveness of teacher performance can be explained by the variation of emotional intelligence through the equation $\hat{Y} = 106.84 + 0.36 X_1$. Partial correlation calculation results show r_{y12} of 0.37 and $t_{\text{count}} = 2.14 > t_{\text{table}} = 1.70$ at the level of significance of 0.95. Thus, the null hypothesis is rejected otherwise the alternative hypothesis is accepted. The conclusion is that there is a positive relationship between emotional intelligence and teacher performance effectiveness.

- b. The relationship between self-concepts (X_2) with teacher performance effectiveness (Y)

A simple linear regression analysis of Y over X_2 yields a linear line equation $\hat{Y} = 6.43 + 0.16 X_2$. From this equation it can be interpreted that the increase of one unit of value on self-concept of the teachers causes an increase of 0.16 unit of value on the effectiveness of teacher performance. While a simple correlation analysis between X_2 with Y yields a correlation coefficient (r) of 0.29.

Testing correlation significance by using t -test yield, $t_{\text{count}} = 1.73$. From the distribution list t for degree of freedom = 30 ($n-2$) and significance level of 0.95 obtained $t_{\text{table}} = 1.70$. It appears that the value of t obtained from the analysis (t_{count}) is greater than the t value contained in the table. This shows that the correlation coefficient of 0.29 is significant. Coefficient of determination is the square of the coefficient of correlation between X_2 with Y : $(0.29)^2 = 0.08$. This shows that about 8% of the variations that occur in the effectiveness of performance can be explained by the variation of self-concept teachers through the equation $\hat{Y} = 6.43 + 0.16 X_2$. Partial correlation calculation results show r_{y21} of 0.24 and $t_{\text{count}} = 1.35 > t_{\text{table}} = 1.31$ at the level of significance of 0.95. Thus, the null hypothesis is rejected otherwise the alternative hypothesis is accepted. The conclusion is that there is a positive relationship between the teacher self-concept and the effectiveness of its performance.



- c. Relationship of Emotional Intelligence (X_1) and Self-Concept of Teachers (X_2) Together with Teacher Performance Effectiveness (Y)

From the result of multiple regression analysis result regression equation $\hat{Y} = 39,4 + 0,52 X_1 + 0,34 X_2$. For the significance and linearity of multiple regression shows that the price of F count is 13.98 while F table is 3.33. This shows that the regression equation $\hat{Y} = 39,4 + 0,52 X_1 + 0,34 X_2$ can be accounted for to draw conclusion about the relationship together between emotional intelligence and self-concept of teacher with effectiveness of teacher performance.

While multiple plural correlation analysis between X_1 and X_2 with Y yields a correlation coefficient ($r_{py.12}$) of 0.70. Testing the correlation significance by using the F-test yields F count = 12. From the distribution list F with degree of freedom numerator 2 and degree of freedom denominator 29 at the 0.05 significance level obtained F table of 3.33, it appears that the F count value is greater than the F table value. It shows that F count is significant and therefore the correlation of 0.70 is also significant. Thus, the null hypothesis is rejected otherwise the alternative hypothesis is accepted. The conclusion is that there is a positive relationship between emotional intelligence and self-concept of teachers together with the effectiveness of teacher performance. Coefficient of determination obtained at $(0.70)^2 = 0.49$. This shows that 49% of the variations that occur in the effectiveness of teacher performance can be explained by the variation of emotional intelligence and self-concept of teachers together through regression $\hat{Y} = 39.4 + 0.52 X_1 + 0.34 X_2$.

E. Discussion

The focus of this study is the effectiveness of teacher performance in relation to emotional intelligence and self-concept. The results of this study in line with the view Arikunto (1990) that there are two factors that affect a person's performance, namely internal factors and external factors. Internal factors consist of attitude, interests, intelligence, motivation and personality, while external factors include facilities, infrastructure, incentives, or salary, working atmosphere and work environment. This Arikunto theory shows that emotional intelligence and self-concept are factors that can affect a person's performance, including the effectiveness of teacher performance.



Several findings in this study indicate that the emotional intelligence of Islamic junior high school teachers at Islamic boarding schools in Langkat Regency, North Sumatra, Indonesia has a positive relationship with the effectiveness of its performance. This is in line with the opinion of Naqvi et al., (2016) that emotional intelligence has a strong relationship with its performance. People who have high emotional intelligence, able to understand themselves and others, diligent, independent, can solve problems and strive diligently to achieve a success in work (Patton, 1998).

In addition, this study shows that self-concept has a positive relationship with the effectiveness of teacher performance. This finding is in line with the opinion of Burns (1979) who says that there is a positive and significant relationship between self-concept and teaching effectiveness of teachers. This condition is very conducive to be taken into consideration in improving the effectiveness of teacher performance which ultimately leads to the improvement of Islamic junior high school quality in Islamic boarding school of Langkat Regency, North Sumatra, Indonesia.

Achieving better teacher performance effectiveness still finds many obstacles. According to this study, the dependence of teachers' effectiveness on the teachers emotional intelligence variables and self-concept variables is only 49%, this means that there is 51% contribution of other factors to the effectiveness of teacher performance that need attention. These factors include interests, attitudes, intelligence, salary or incentives, facilities and infrastructure, working atmosphere and leadership. However, it is possible that the effectiveness of teacher performance will be better by increasing the two independent variables studied in this study.

Efforts to improve the emotional intelligence and self-concept of teachers, among others, can be done by the leadership of Islamic junior high school on Islamic boarding schools in Langkat and related agencies to conduct intensive training on improving emotional intelligence and self-concept of Islamic junior high school teachers in Islamic boarding school Langkat, North Sumatra, Indonesia. In addition, efforts to improve emotional intelligence and self-concept can also be accomplished by fostering a work-love attitude, providing appropriate incentives for each work that has been done, building a good relationship between superiors and subordinates or with peers, and by providing performance appraisals periodically.



F. Conclusions

Based on the hypothesis test that has been described above, it can be drawn some conclusions as follows. *First*, there is a positive relationship between emotional intelligence and teacher performance effectiveness. Both go hand in hand, meaning that the higher the teacher's emotional intelligence the higher the effectiveness of teacher performance. Variations in teacher performance effectiveness can be explained by variations in emotional intelligence. This means that improving the teacher's emotional intelligence leads to increased effectiveness of teacher performance.

Second, there is a positive relationship between teacher self-concept and teacher performance effectiveness. Both go hand in hand, meaning that the higher the self-concept of the teacher the higher the effectiveness of teacher performance. Variations in the effectiveness of teacher performance can be explained by the variation of teacher self-concept. This means that improvements in the teacher's self-concept lead to an increase in the effectiveness of teacher performance. *Third*, there is a positive relationship between emotional intelligence and self-concept of teachers together with the effectiveness of teacher performance. Both independent variables are in line with the dependent variable, meaning the higher the emotional intelligence and self-concept of the teacher the higher the effectiveness of teacher performance. Variations in the effectiveness of performance can be explained by variations in emotional intelligence and self-concept. This means that improving the teacher's emotional intelligence leads to an increase in teacher performance effectiveness. Likewise, the improvement of self-concept of the teacher causes an increase in the effectiveness of its performance.

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